



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
2007**

**Grade 11
Reading**

Reading

- ❶ The word clique refers to
- A. a small group of people.
 - B. a central idea in an article.
 - C. an important piece of news.
 - D. an emotion shared by people.
- ❷ The suffix *-arium* in the words aquarium and planetarium means
- A. the study of.
 - B. the process of.
 - C. a place for.
 - D. a machine for.

Read this poem about the relationship between the speaker and her family. Then answer the questions that follow.

Women Who Came Before Us

Our mothers stirred potatoes and herbs
in a pot on the stove. They were sniffing the air,
their deep eyes tuned. "Speak up," they sang.
"Say what you mean."

- 5 Our grandmothers hurt in their knees
and their necks. The world had not been easy for them.
Maybe no one had listened enough. My grandma whispered
in my ear, "You want that doll? You'll get that doll."

- And far away the secret women,
10 women in cloaks, wandering home,
sent us messages on the air.
"You're never, never ever alone."

- What words would we shape?
Where could we stand?
15 Women always gripped my hand.
They led me through the city crowds.

- I'd pull my poem from the wool of days.
Comb its hair, sing the praise
of friends and forests, dreams and dirt.
20 Write when I laughed, write when I hurt,

sing when no one fit my wish.
"Nothing here is what I ordered."
Poems would take me past my borders.
Back to the women who wove my name,

- 25 the sewing basket with needles and threads,
the silver thimble, the cozy bed,
the plumped-up pillow, the hand-stitched quilt.
And what would we say? What would we say?

—Naomi Shihab Nye

- 3 In line 23, the speaker uses the word borders to
- A. refer to the boundaries between countries.
 - B. show that she lives on the edge of a city.
 - C. describe the margins of her poems.
 - D. portray the limits of her present life.
- 4 The speaker **most likely** enjoys writing poems because they
- A. remind her of ties to the past.
 - B. make her relatives proud.
 - C. are so easy to compose.
 - D. prove that she is a talented person.
- 5 Which word **best** describes the speaker's attitude toward the women in her family?
- A. envious
 - B. appreciative
 - C. impatient
 - D. encouraging
- 6 The point of view in the poem shows the reader the
- A. thoughts of one person.
 - B. true sequence of events.
 - C. inner conflicts of all women.
 - D. important changes in the setting.
- 7 One theme of the poem is connection with previous generations. Explain how the poem explores this theme. Use details from the poem to support your answer.

Passage about Machu Picchu from *Finding the Lost Cities*

The passage used for these items is taken from *Finding the Lost Cities* by Rebecca Stefoff, pages 151–154. (Copyright © 1997 by Rebecca Stefoff. Published by Oxford University Press.) Due to copyright restrictions, we are unable to reprint the passage in this document. A summary follows.

Summary of the Passage

The passage describes the discovery of the city of Machu Picchu by Hiram Bingham. Bingham not only taught Latin American history at Yale University but also pursued an active career as an explorer and an archaeologist. According to the passage, Bingham was inspired by a verse from Rudyard Kipling's poem "The Explorer":

Something hidden. Go and find it. Go and
look behind the Ranges—
Something lost behind the Ranges. Lost and
waiting for you. Go!

The passage explains that Bingham's search for a lost Inca city in 1911 was his third expedition through remote parts of South America in the early 1900s. His route through the Andes Mountains in Peru led him through hauntingly beautiful but difficult territory. The goal of the expedition was to locate Vilcabamba, the last capital of the Inca Empire. Spanish accounts place the city in a remote jungle, but its location had been forgotten after the destruction of the Inca empire in the late 1500s.

After hearing a local tavernkeeper describe ruins in the mountains, Bingham convinced the man to serve as a guide. The skepticism of the other members of the expedition did not discourage the explorer. Accompanied only by the tavernkeeper and a bodyguard, Bingham followed a difficult trail through the mountains, crossing the dangerous Urubamba River on a primitive log bridge. Bingham's final guide up the mountain was a 10-year-old boy.

The passage describes Bingham's exhilaration as he passed ancient stone terraces and reached a high ridge between two peaks. Through dense jungle he recognized houses and walls of fine Inca stonework. Bingham had discovered the city now known as Machu Picchu.

Bingham immediately rushed back to camp to share his discovery with the rest of the expedition. Continuing their explorations, the group located another site hidden in the jungle along the Urubamba River. According to the passage, Bingham believed this second city was Vilcabamba.

The passage includes a map of part of South America:



- 8 Why is the quote from Rudyard Kipling's poem included in the passage?
- A. to show that Hiram Bingham had a variety of interests
 - B. to prove that Hiram Bingham's methods were common
 - C. to connect Hiram Bingham to other thinkers
 - D. to explain Hiram Bingham's attitude toward his work

- 9 In paragraph 2, the word daunting means
- A. boring.
 - B. difficult.
 - C. familiar.
 - D. destroyed.

- 10 In paragraph 4, the word fastness means
- A. old settlement.
 - B. prosperous city.
 - C. familiar site.
 - D. secure place.

- 11 Which conclusion is **best** supported by the information in paragraphs 5 and 6?
- A. The tavernkeeper was trying to take advantage of Bingham.
 - B. Bingham already knew where Machu Picchu was located.
 - C. Machu Picchu was often visited by local inhabitants.
 - D. Bingham was determined to explore the ruins in the mountains.

- 12 Explain the reasons that Machu Picchu remained "lost" for so long. Use information from the passage to support your answer.

13 In paragraph 6, the word precarious means

- A. perilous.
- B. exciting.
- C. plunging.
- D. sturdy.

14 Which word **best** describes Bingham's reaction upon seeing Machu Picchu?

- A. worry
- B. gratitude
- C. awe
- D. confusion

15 Which information does the map provide?

- A. the Spanish trade route Bingham followed
- B. the approximate locations of Inca ruins
- C. the territory controlled by the Inca empire
- D. the different field trips Bingham undertook

16 What is the **main** purpose of the passage?

- A. to describe the discovery of an important site
- B. to give biographical information about Bingham
- C. to explain the best method of historical research
- D. to provide historical information about the Inca Empire

17 Describe the qualities that made Bingham a successful explorer. Use information from the passage to support your answer.

Acknowledgments

The New Hampshire, Vermont, and Rhode Island Departments of Education wish to acknowledge and credit the following authors and publishers for use of their work in the reading portion of the *New England Common Assessment Program*—2007.

“Women Who Came Before Us” (p. 2) by Naomi Shihab Nye, as it appeared in *A Poem of Her Own: Voices of American Women Yesterday and Today* edited by Catherine Clinton. Poem copyright 2003 by Naomi Shihab Nye. Published by Harry N. Abrams, Inc.

“Machu Picchu: ‘Behind the Ranges’” (pp. 4–5) from *Finding the Lost Cities* by Rebecca Stefoff. Copyright © 1997 by Rebecca Stefoff. Published by Oxford University Press.

Grade 11 Reading Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand ¹	WV	WV	WV	LI	LI	LA	LA	IA	WV	WV	IA	IA
GSE Code	10-3	10-2	10-3	10-4	10-4	10-5	10-5	10-8	10-2	10-3	10-8	10-8
Depth of Knowledge Code	1	1	2	2	2	2	3	2	2	2	2	2
Item Type ²	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	A	C	D	A	B	A		D	B	D	D	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

Released Item Number	13	14	15	16	17
Content Strand ¹	WV	II	II	IA	IA
GSE Code	10-2	10-7	10-7	10-8	10-8
Depth of Knowledge Code	2	2	1	2	3
Item Type ²	MC	MC	MC	MC	CR
Answer Key	A	C	B	A	
Total Possible Points	1	1	1	1	4

¹Content Strand: WV = Word ID/Vocabulary, LI = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation,
II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

²Item Type: MC = Multiple Choice, CR = Constructed Response



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2007**

**Grade 11
Reading**

**NECAP 2007 RELEASED ITEMS
GRADE 11 READING**

10.3.1 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by identifying synonyms, antonyms, homonyms/homophones, shades of meaning, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English

- 1 The word clique refers to
- A. a small group of people.
 - B. a central idea in an article.
 - C. an important piece of news.
 - D. an emotion shared by people.

10.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge

- 2 The suffix *-arium* in the words aquarium and planetarium means
- A. the study of.
 - B. the process of.
 - C. a place for.
 - D. a machine for.

Women Who Came Before Us

Literary Text

10.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary

- 3 In line 23, the speaker uses the word borders to
- A. refer to the boundaries between countries.
 - B. show that she lives on the edge of a city.
 - C. describe the margins of her poems.
 - D. portray the limits of her present life.

10.4.2 Demonstrate initial understanding of elements of literary texts by paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

- 4 The speaker **most likely** enjoys writing poems because they
- A. remind her of ties to the past.
 - B. make her relatives proud.
 - C. are so easy to compose.
 - D. prove that she is a talented person.

Women Who Came Before Us

Literary Text

10.4.1 Demonstrate initial understanding of elements of literary texts by identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action

- 5 Which word **best** describes the speaker's attitude toward the women in her family?
- A. envious
 - B. appreciative
 - C. impatient
 - D. encouraging

10.5.4 Analyze and interpret elements of literary texts, citing evidence where appropriate by explaining how the narrator's point of view or author's style is evident and affects the reader's interpretation

- 6 The point of view in the poem shows the reader the
- A. thoughts of one person.
 - B. true sequence of events.
 - C. inner conflicts of all women.
 - D. important changes in the setting.

Women Who Came Before Us Literary Text

10.5.5 Analyze and interpret elements of literary texts, citing evidence where appropriate by explaining how the author's purpose (e.g., to entertain, inform, or persuade), message or theme (which may include universal themes) is supported within the text

- 7 One theme of the poem is connection with previous generations. Explain how the poem explores this theme. Use details from the poem to support your answer.

Scoring Guide:

Score	Description
4	Response thoroughly explains how the poem explores the theme. Response includes relevant details from the poem.
3	Response explains how the poem explores the theme. Response includes some relevant details from the poem.
2	Response partially explains how the poem explores the theme. Response uses details from the poem.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Examples may include:

- She describes how her mother and the mothers of her peers have had an impact on her.
- She depicts her relationship with her grandmothers.
- She mentions her feeling of connection with “the secret women,” who are possibly her ancestors.
- She talks about how her childhood was shaped by her ancestors.

NECAP 2007 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 4

7

This poem touches the meaning of this theme many times. Even the title, "Women who come before us" refers honor to previous generations. The author first talks of her mother, the closest generation, and the importance of her mother in saying "speak up. say what you mean," giving her strength and courage. Next she spoke of grand mothers, citing their hardship and life long experience, and how it bred compassion. The author also explains why this theme is important to her, as her connections guided her through rough times "Women always gripped my hand... led me through the city crowds" Finally, the author speaks on how her connections influenced her life, and therefore influenced her writing, "Poems would take me past my borders. Back to the women who were my name"

Response thoroughly explains how the poem explores the theme. Response includes relevant details from the poem.

SCORE POINT 3

7

This poem has lots of themes throughout it but one of them is her connection with previous generations. In this poem she talks mostly about her mom and grandmother and how those two women lead her through life and made sure that she wasn't set a sway. Also and what life was like a long time ago for her mother and grandmother, and by them suffering they made her life better over time. "Our mothers stirred potatoes and herbs in a pot on the stove." "Our grandmothers hurt in their knees and their necks. The world was not easy for them." She just pretty much saying that if it wasn't for her grandmother, and mother's courage, and discipline that she wouldn't be here today, or be half the person she is today.

Response explains how the poem explores the theme. Response includes some relevant details from the poem.

NECAP 2007 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 2

7

This poem explores Connection when she wrote "women always gripped my hand. They led me through the City Crowds." That message means that she is looking to women to help her become a woman. Another message that shows Connection is when the Grandma said "You want they doll?, You'll get that doll." I think that message means that the Grandma wants her to be happy and enjoy life.

Response partially explains how the poem explores the theme. Response uses details from the poem.

NECAP 2007 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 1

7

In this poem she connects the past with the present. she talks about her grandmother and mother who guided her through life.

Response is vague or minimal.

SCORE POINT 0

7

The poem explores this theme because the author intended it to.

Response is totally incorrect or irrelevant.

Machu Picchu Informational Text

10.8.1 Analyze and interpret informational text, citing evidence as appropriate by explaining connections about information *within* a text, *across* texts, or to related ideas

- 8 Why is the quote from Rudyard Kipling's poem included in the passage?
- A. to show that Hiram Bingham had a variety of interests
 - B. to prove that Hiram Bingham's methods were common
 - C. to connect Hiram Bingham to other thinkers
 - D. to explain Hiram Bingham's attitude toward his work

10.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge

- 9 In paragraph 2, the word daunting means
- A. boring.
 - B. difficult.
 - C. familiar.
 - D. destroyed.

Machu Picchu Informational Text

10.3.2 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary

- 10 In paragraph 4, the word fastness means
- A. old settlement.
 - B. prosperous city.
 - C. familiar site.
 - D. secure place.

10.8.2 Analyze and interpret informational text, citing evidence as appropriate by synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)

- 11 Which conclusion is **best** supported by the information in paragraphs 5 and 6?
- A. The tavernkeeper was trying to take advantage of Bingham.
 - B. Bingham already knew where Machu Picchu was located.
 - C. Machu Picchu was often visited by local inhabitants.
 - D. Bingham was determined to explore the ruins in the mountains.

Machu Picchu Informational Text

10.8.1 Analyze and interpret informational text, citing evidence as appropriate by explaining connections about information *within* a text, *across* texts, or to related ideas

- 12 Explain the reasons that Machu Picchu remained “lost” for so long. Use information from the passage to support your answer.

Scoring Guide:

Score	Description
4	Response thoroughly explains the reasons that Machu Picchu remained lost for so long. Response includes information from the passage.
3	Response explains the reasons that Machu Picchu remained lost for so long. Response includes some information from the passage.
2	Response partially explains the reason(s) that Machu Picchu remained lost for so long. Response includes limited information from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Responses should reflect an understanding of the difficulty in reaching this place because of

- its geographical location and condition,
- the centuries that had passed,
- disbelief in the existence of the city or its location,
- Bingham’s difference from other explorers, **or**
- other reasons based on the passage.

12

Many ancient civilizations were not discovered until the 20th century. Machu Picchu is one of those. One of the reasons that Machu Picchu remained "lost" for so long was because the way to arrive at this area was very dangerous. Hiram Bingham, the explorer who helped discover Machu Picchu, had to cross a "precarious, slippery bridge" that he "crawled across on his hands and knees." He also had to "climb up a steep, wet, snake-infested trail." These challenges were numerous and difficult. Also, other explorers may not have been as motivated as Hiram Bingham when many people would have halted their journey, Bingham continued on with the help of a 10-year-old boy. The fact that he took his motto from Rudyard Kipling's poem that starts "Something hidden. Go and find it." proves that Bingham was determined to discover Machu Picchu. Machu Picchu may have been "lost" for so many years because of the dangerous path leading to it and the lack of determination of other explorers.

Response thoroughly explains the reasons that Machu Picchu remained lost for so long. Response includes information from the passage.

SCORE POINT 3

12

Machu Picchu remained lost for centuries. This is because of two main reasons. One reason is that everyone who lived there died, therefore nobody was around to know it existed at all. The other reason for Machu Picchu remaining lost is simple; the terrain was extremely dangerous. This excerpt from the passage explains the one danger, "The first challenge was crossing the Urubamba on a precarious, slippery bridge made of a few logs lashed together." The harsh terrain coupled with the fact that these ruins were so far away in the forest kept the Machu Picchu lost for so long.

Response explains the reasons that Machu Picchu remained lost for so long. Response includes some information from the passage.

NECAP 2007 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 2

12

The Reasons why Machu Picchu remained lost for a long time is because it is a dangerous place between two rivers and the bridge had a few logs lashed together and it was slippery. There was also a steep, wet, snake-infested trail. This is why Machu Picchu remained lost.

Response partially explains the reason(s) that Machu Picchu remained lost for so long. Response includes limited information from the passage.

NECAP 2007 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 1

12

Machu Picchu remained lost
for so long because no
one had the ambition to find
the capital like Hiram Bingham
had and wanted to do.

Response is vague or minimal.

SCORE POINT 0

12

His remains were not lost, he buried
them to keep them safe through out all
the battles and when he lost the empire,
Then his people could return secretly and
dig them up so they would be wealthy
once again.

Response is totally incorrect or irrelevant.

Machu Picchu Informational Text

10.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge

- 13 In paragraph 6, the word precarious means
- A. perilous.
 - B. exciting.
 - C. plunging.
 - D. sturdy.

10.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams

- 14 Which word **best** describes Bingham's reaction upon seeing Machu Picchu?
- A. worry
 - B. gratitude
 - C. awe
 - D. confusion

Machu Picchu Informational Text

10.7.2 Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams

- 15 Which information does the map provide?
- A. the Spanish trade route Bingham followed
 - B. the approximate locations of Inca ruins
 - C. the territory controlled by the Inca empire
 - D. the different field trips Bingham undertook

10.8.3 Analyze and interpret informational text, citing evidence as appropriate by drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/ judgments and assertions about central ideas that are relevant

- 16 What is the **main** purpose of the passage?
- A. to describe the discovery of an important site
 - B. to give biographical information about Bingham
 - C. to explain the best method of historical research
 - D. to provide historical information about the Inca Empire

Machu Picchu Informational Text

10.8.5 Analyze and interpret informational text, citing evidence as appropriate by making inferences about causes and/or effects

- 17 Describe the qualities that made Bingham a successful explorer. Use information from the passage to support your answer.

Scoring Guide:

Score	Description
4	Response thoroughly describes the qualities that made Bingham a successful explorer. Response includes information from the passage.
3	Response describes the qualities that made Bingham a successful explorer. Response includes some information from the passage.
2	Response partially describes the qualities that made Bingham a successful explorer. Response includes limited information from the passage.
1	Response is vague or minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

Responses will vary but should reflect an understanding that Bingham was adventurous and willing to take risks.

Other qualities may include:

- Determined
- Appreciative of nature
- Intelligent
- Persuasive

Accept any response that is reasonably supported by information in the passage.

17

Birmingham possessed many qualities that made him a successful explorer. He possessed stamina and dedication. To be able to travel "to the places where history had been made" and to not just sit home and read books is an amazing quality. It got him interested in the subject more than many other things. Birmingham also possessed determination. After he had gotten the assistance of the tavernkeeper, the rest of his group did not want to go. He insisted, however, on going even though his group did not have "much faith in the Tavernkeeper's story". On the trip as well, they had to cross a very dangerous and delicate bridge. He may have "crawled across on his hands and knees" but he did it just the same, and in the end, the reward was wonderful.

Response thoroughly describes the qualities that made Bingham a successful explorer. Response includes information from the passage.

SCORE POINT 3

17

Bingham was a successful explorer because he would travel great lengths to find something. When he was interested in something he went for it. He climbed huge mountains, snake-filled trails, unstable bridges, just to get to that one place he wanted to get to. He loved to travel and had a passion about every place he visited. He loved what he did. When he reached the place he was looking for he was in awe. He didn't care that it was in ruins. It was still beautiful to him. You need all these things to be an Explorer, a great one at that! Passion leads you to the places you want to go.

Response describes the qualities that made Bingham a successful explorer. Response includes some information from the passage.

NECAP 2007 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 2

17

One of the qualities that makes him a successful explorer is that he goes for what he wants. He doesn't hold back because other people think that it is a bad idea. Like when the other people on the expedition didn't think that the place he was going would be anything. But they were wrong and he made a huge discovery. He's willing to look for something until he finds it not just until he get tired of looking for it.

Response partially describes the qualities that made Bingham a successful explorer. Response includes limited information from the passage.

NECAP 2007 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 2

17

Bingham was a successful explorer because of his bravery, curiosity, and motivation. Bingham did not fear the tall peaks or snake infested trails, he continued onward and upward on his journey unphased. He was curious and motivated by his interest in history to explore and discover the ruins.

Response partially describes the qualities that made Bingham a successful explorer. Response includes limited information from the passage.

NECAP 2007 RELEASED ITEMS
GRADE 11 READING

SCORE POINT 1

17

Bingham was a successful explorer because he stuck to a goal. He also made several trips throughout his life.

Response is vague or minimal.

SCORE POINT 0

17

the Bingham was big & had big places to live.

Response is totally incorrect or irrelevant.